

**THE EFFECT OF USING RECIPROCAL-QUESTIONING  
(REQUEST) PROCEDURE TOWARDS READING  
COMPREHENSION OF THE SECOND YEAR  
STUDENTS AT MA DINIYAH PUTERI  
PEKANBARU**



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PEKANBARU  
1434 H/2013 M**

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Thesis

Sumbitted as a Partial Fulfillment of the Requirements  
for Getting Bachelor Degree of Education  
(S.Pd.)



**OLEH**

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## ABSTRAK

**Elsi Susanti (2013) : Pengaruh Penggunaan *Reciprocal-Questioning (ReQuest) Procedure* terhadap Pemahaman Membaca Siswa Kelas Dua di Madrasah Aliyah Diniyah Puteri Pekanbaru.**

Berdasarkan studi pendahuluan penulis ditemukan bahwa siswa belum mampu memahami bacaan dalam buku pelajaran disekolah. Masalah ini disebabkan oleh beberapa faktor, misalnya sebagian siswa memiliki kesulitan dalam menemukan ide pokok dari text bacaan dan memiliki kesulitan dalam menganalisa text bacaan. Jadi, penulis tertarik melakukan penelitian tentang masalah tersebut.

Penelitian ini dilakukan di Madrasah Aliyah Diniyah Puteri Pekanbaru. Subjek penelitian ini adalah siswa kelas dua Madrasah Aliyah Diniyah Puteri Pekanbaru, dan objek dari penelitian ini adalah Pengaruh Penggunaan *Reciprocal-Questioning Procedure* terhadap pemahaman bacaan siswa. Adapun jenis penelitiannya adalah *Quasi-Experiment*.

Populasi dari penelitian ini adalah seluruh siswa kelas dua. Keseluruhan dari jumlah populasi adalah 50 siswa. Dikarenakan jumlah populasinya sangat kecil, penulis menggunakan total sampling dengan mengambil dua kelas sebagai sampel ; XI IPA A yang terdiri dari 25 siswa sebagai kelas eksperimen, dan XI IPA B yang terdiri dari 25 siswa sebagai kelas kontrol. Jadi, jumlah sampel dari kedua kelas tersebut adalah 50 siswa. Untuk data analisisnya, penulis menggunakan independet sampel t-test dengan menggunakan software SPSS 16.

Setelah data di analisis, penulis menemukan perbedaan yang signifikan dari *Reciprocal-Questioning (ReQuest) Procedure* terhadap pemahaman bacaan siswa kelas dua Madrasah Aliyah Diniyah Puteri Pekanbaru, dimana T menunjukkan 4.053 pada level signifikan 5% adalah 2.01, dan level 1% adalah 2.68. Maka, *null hypothesis* ( $H_0$ ) ditolak, dan *alternative hypothesis* ( $H_a$ ) diterima, ditunjukkan dengan  $2.01 < 4.053 > 2.68$ .

## **ABSTRACT**

**Elsi Susanti (2013) : The Effect of Using Reciprocal-Questioning (ReQuest) Procedure towards Reading Comprehension of the Second Year Students at MA Diniyah Puteri Pekanbaru.**

Based on the writer's preliminary study, it was found that the students could not comprehend the meaning of the text in their text book at the school. This problem was caused by some factors. For example, some of the students had difficulties in getting ideas from the reading text and had difficulties analyzing the reading text. So, the writer was interested in carrying out the research about this problem.

The research was administered at Madrasah Aliyah Diniyah Puteri Pekanbaru. The subject was the second year students of Madrasah Aliyah Diniyah Puteri Pekanbaru, and the object of this research was the effect of using Reciprocal-Questioning (ReQuest) Procedure towards reading comprehension. The design of this research was Quasi-Experimental Research.

The Population of this reserach was all of the second year students. The total number of population was 50 students. Because the number of population small, the writer used total sampling by taking only two classes as sample ; XI IPA A consisted of 25 students as experimental class and XI IPA B consisted 25 students as control class, so the number of the samples from two classes was 50 students. To analyze the data, the writer adopted independent sample t-test formula by using software SPSS 16.

After analyzing the data, the writer found that there is any significant different of Reciprocal-Questioning (ReQuest) Procedure towards reading comprehension of the second year students at Madrasah Aliyah Diniyah Puteri Pekanbaru, where T shows 4.053 at significant level 5% it shows 2.01, and at the level of 1% it shows 2.68. Thus, null hypothesis ( $H_0$ ) is rejected, and alternative hypothesis ( $H_a$ ) is accepted which shows  $2.01 < 4.053 > 2.68$ .

## المخلص

إلسي سوسانتي (٢٠١٣) : تأثير استخدام إجراء طرح الأسئلة المعاملة بالمثل إلى الفهم القرائي في طلاب الصف الثاني في المدارس عالية الدينية الأميرة بيكانبارو.

واستنادا إلى الدراسة الأولية وجد الباحثون أن الطلاب لم قادرا على فهم القراءة في الكتب المدرسية. ويتسبب هذه المشكلة بسبب عدة عوامل، مثل بعض الطلاب لديهم صعوبة في العثور على الفكرة الرئيسية للقراءات النص ويجدون صعوبة في تحليل قراءة النص. وهكذا، فإن من الكتاب مهتما في ابجائا بشأن هذه المسألة.

هذا البحث أجري في المدارس عالية الدينية الأميرة بيكانبارو. وكانت الموضوعات طلاب السنة الثانية في المدارس عالية الدينية الأميرة بيكانبارو. والهدف من هذه الدراسة هو تأثير استخدام إجراء طرح الأسئلة المعاملة بالمثل إلى الفهم القرائي في طلاب. نوع البحث هو شبه التجريبية.

سكان هذه الدراسة جميع طلاب السنة الثانية. يحمل السكان هو ٥٠ طالبا. لأن السكان صغيرة جدا، والكتاب استخدام أخذ العينات الكلي من خلال اتخاذ فئتين في العينة؛ فئة حادي عشر IPA A الذي يتكون من ٢٥ طالبا الطبقة كتجربة ، والطبقة حادي عشر IPA B تتكون من ٢٥ طالبا وفئة عنصر التحكم. وهكذا، فإن عدد العينات من الفئتين ٥٠ طالبا. لتحليل البيانات، واستخدم واضعو عينة المستقلة للاختبار ت باستخدام برنامج SPSS 16 .

مرة واحدة ويتم تحليل البيانات، وجد الباحثون تأثير كبير من استخدام إجراء طرح الأسئلة المعاملة بالمثل إلى الفهم القرائي في طلاب السنة الثانية في المدارس عالية الدينية الأميرة بيكانبارو حيث T تمثل ٤,٠٥٣ في مستوى الدلالة ٥٪ وكان ٢,٠٢ ومستوى ١٪ هو ٢,٧٢. وبالتالي يتم رفض فرضية العدم (هو)، ويتم قبول الفرضية البديلة (ها)، ويرد مع ٢,٠٢  $< 4,053 >$  ٢,٧٢

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Finally, the writer really realizes that there are many weaknesses on the thesis. Therefore, constructive critiques and suggestion are needed in order to improve this thesis.

May Allah Almighty, the lord of universe bless you all. Amin..

Pekanbaru, April 30, 2013

The writer

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## CHAPTER I

### INTRODUCTION

#### A. The Background of the Problem

Reading is a multidimensional process that involves the eyes, the ears, the mouth, and most importantly, the brain. To most reading specialist, the one essential element involved in reading is making meaning. Although it may involve the sounding out of words, accessing the meaning of words, reading the text with appropriate fluency and providing expression.<sup>1</sup> It is one of the language skills that must be learned and developed by students. Almost every aspect of everyday life of students are carried out by reading.

Reading is one of the important language skills that must be mastered by the students. According to Hasibuan reading is an activity with a purpose. The purpose of reading will be achieved not only when the readers comprehend the reading text as well but also when the reader knows which skills and strategies are appropriate to the types of text, and understand how to apply them to accomplish the reading purpose.<sup>2</sup> Based on the quotation above, it is very clear that the students of Senior High School level are strongly expected to know the approach of reading skill to comprehend the reading text as well.

In essence, reading is a dialogue between the reader and the author. The students should generate question to help anticipate meaning, search information, respond intellectually and emotionally, infer ideas and explain further the content

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<sup>1</sup> Danny Brassel and Rasinski.J.Timothy, *Comprehension that work, Taking Students Beyond Ordinary Understanding to Deep Comprehension*. (Huntington Beach: Shell Education, 2008), p.15

<sup>2</sup> Kalayo Hasibuan and Muhammad Fauzan A. *Teaching English as Foreign Language (TEFL)* (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), p.2

of the text. However, the main goal of teaching English in Indonesia is to make the students knowledgeable as well as the ability to use English actively.

Based on School Based Curriculum (KTSP), reading is one of skills that must be taught and learned in senior high school. In MA Diniyah Puteri Pekanbaru, reading must also be taught and learned by the teacher and student because this school is one example of schools which use school based curriculum as the guidance in teaching and learning process. In MA Diniyah Puteri Pekanbaru reading is taught to all grades, from the first grade into the third grade. Reading is taught there twice a week with duration 90 (2 x 45) minutes for each meeting. According to syllabus 2012-2013, standard competency of the second grade especially in reading skill is understanding the meaning of simple functional text and short essay in form of narrative text, spoof, and hortatory exposition in daily life context and to access the knowledge.<sup>3</sup> The minimum passing score for reading is 7,0.

Based on the researcher preliminary research at MA Diniyah Puteri Pekanbaru by interviewing the English teacher, the second year students still had the problems in reading comprehension. It can be seen into the following symptoms:<sup>4</sup>

1. Some of the students are not able to find out main idea of the text.
2. Some of the students are not able to find out specific information from the text.
3. Some of the students are not able to make inference from the text.

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<sup>3</sup>Syllabus of SMA 2012-2013. *Unpublished*

<sup>4</sup>Interview Data from English Teacher of MA Diniyah Puteri Pekanbaru.

4. Some of the students have lack of relating vocabulary with the topic.
5. Some of the students are not able to find out the moral message of the text.

Based on researcher observation at MA Diniyah Puteri Pekanbaru, the teacher still use conventional technique that is three phase technique. There are three activities, the first in pre activity, the teacher usually gives a clue or some clues to the students related to the material, or the teacher asks the students prior knowledge about the material. Then during activity the teacher usually gives the students assignment personally or makes the students into some groups to do discussion related to the material based on the teacher instruction. The last, in closed activity the teacher concludes the lesson before closing. Eventhough, sometimes the teacher efforts to give a way for improving students' motivation in learning process, but it is do not for improving students' English skills, include reading comprehension. It means that, the teacher only give a way for improving students' motivation, but do not for improving students' English skills. So, the students reading comprehension of the second year at MA Diniyah Puteri Pekanbaru is still far from the expectation of curriculum.

Based on the problems above, it is clear that some of the second year student at MA Diniyah Puteri Pekanbaru still had problems that should be solved. To improve the students' ability in comprehension text needs an appropriate strategy that can become a solution for the problem. There is a strategy to encouraging students to read called Reciprocal-Questioning (Request) procedure. According to Manzo, reciprocal questioning procedure strategy was designed for the purpose of encouraging students to read and reflect upon a passage by

formulating question to ask of the teacher. This strategy requires students to be actively involved in the reading process. It is engaging and interesting to students because it requires them to assume the role of teacher while the instructor assumes the role of student.

Based on the explanation and the problem above, the researcher is interested in conducting a research entitled **“The Effect of Using Reciprocal-Questioning (Request) Procedure towards Reading Comprehension of the Second Year Students at MA Diniyah Puteri Pekanbaru”**.

## **B. The Definition of the Term**

The terminology used in this paper can be defined as in the following:

### **1. Reciprocal Questioning (Request) procedure**

Reciprocal questioning procedure was designed for the purpose of encouraging students to read and reflect upon a passage by formulating questions to ask of the teacher. This technique requires students to be actively involved in the reading process.<sup>5</sup>

### **2. Reading Comprehension**

Reading comprehension is the process of using one's own prior knowledge and the writer's cues to infer the author's intended meaning.<sup>6</sup>

Reading comprehension in this research is ability in comprehending of English text.

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<sup>5</sup> Judy Tilton Brunner, *I Don't Get It: Helping Students Understand What They Read* (New York: Rowman&littlefield education, 2011), p.82

<sup>6</sup> Judith Westpal Irwin, *Teaching Reading Comprehension Processes* (Prentice Hall: New Jersey, 1986), p.7

## **C. The Problem**

### **1. The Identification of the Problem**

In this research, the problem that can be identified are as follow :

- a. What are the factors that make the students are not able to find out main idea of the text?
- b. What are some problems that make the students have difficulties to find out specific information from the text?
- c. What are the factors that make the students are not able to make inference from the text?
- d. How to solve some problems that make the students still lack of finding vocabulary that is related to the topic?
- e. How is the students find out the moral message from the text?

### **2. The Limitation of the Problem**

The problem of this research only focuses on using reciprocal-questioning (request) procedure towards reading comprehension of the second year students at MA Diniyah Puteri Pekanbaru. In order to avoid misunderstanding in this research the text used by the researcher is narrative text.

### **3. The Formulation of the Problem**

Based on explanation above, the problem of this research are formulated in the following question:

- a. How is the reading comprehension taught by using Reciprocal questioning procedure of the second year students at MA Diniyah Puteri Pekanbaru?
- b. How is the reading comprehension taught without using Reciprocal questioning procedure of the second year students at MA Diniyah Puteri Pekanbaru?
- c. Is there any significant effect of using reciprocal questioning procedure towards reading comprehension of the second year students at MA Diniyah Puteri Pekanbaru?

### **D. The Objective and the Significance of the Research**

#### **1. The Objective of the Research**

The general objectives of the study are :

- a. To find out reading comprehension of the students who are taught by using reciprocal-questioning (request) procedure.
- b. To find out reading comprehension of the students who are taught by using conventional strategy.
- c. To find out significant effect of reading comprehension between those students who were taught by using reciprocal questioning (request) procedure strategy and those who were not.

## **2. The Significance of the Research**

The research activity is significantly carried out for the following needs.

They are:

- a. To give information to the teacher and the school about the effect of using reciprocal questioning (request) procedure strategy towards reading comprehension.
- b. To give some contributions to the students in order to improve students' comprehension in their reading.
- c. To enhance the research's knowledge about teaching reading by reciprocal questioning (request) procedure.
- d. To fulfill one of the requirements to finish the researcher study in English Education Department of State Islamic University SUSKA Riau.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Reading Comprehension

According Harris and Hodges reading comprehension is the construction of the meaning of a written communication through a reciprocal, holistic interchange of ideas between the interpreter and the message.<sup>1</sup> The presumption is that meaning resides in the intentional problem-solving and thinking processes of the interpreter. The content of meaning is influenced by that person's prior knowledge and experience.

Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.<sup>2</sup> Reading comprehension is a dynamic interactive process between the reader and the reading material. The readers need to understand about the materials that they read because it is one of the purposes of reading activity. In other word, the readers have to be able to comprehend the written discourse that they read. If they can understand the text, it means that they can comprehend the text.

Moreover, according to Snow reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and

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<sup>1</sup> Danny Brassel and Rasinski.J.Timothy, *Comprehension that Work,Taking Students beyond Ordinary Understanding to Deep Comprehension* (Huntington Beach: Shell Education, 2008), p.18

<sup>2</sup> Janette K.Klingner et al, *Teaching Reading Comprehension to Students With Learning Difficulties* (New York: The Guildford Press, 2007), p.2

involvement with written language. She also mentioned that comprehension entails three elements, such as :<sup>3</sup>

- a. The reader who is doing the comprehension
- b. The text is to be comprehend
- c. The activity in which comprehension is a part

Besides that, Snow states that to comprehend a reader must have a wide range of capacities and abilities. These include :<sup>4</sup>

- a. Cognitive capacity (e.g.attention, memory, critical analytical ability, inference, and visualization ability).
- b. Motivation (a purpose for reading and interest in content being read, and self-efficiency as the reader).
- c. Various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge of specific comprehension strategy).

Furthermore, Brown state that there are two kinds of skill that must be mastered on reading comprehension :<sup>5</sup>

**a. Microskills**

1. Discriminate among the distinctive graphemes and orthographic patterns of English.
2. Retain chunks of language of different lenghts in short-term memory.
3. Process writing at an efficient rate of speed to suit the purpose.

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<sup>3</sup>Chaterine Snow, *Reading for Understanding toward an Research and Development Program in Reading Comprehension* (Santa Monica: RAND Education, 2002), p.11

<sup>4</sup>*Ibid*, p.12

<sup>5</sup>Douglas Brown, *Teaching By Principles An Interactive Approach to Language Pedagogy* (New York: San Fransisco State University, 2004), p.367

4. Recognize a core of word, and interpret word order patterns and their significance.
5. Recognize grammatical word classes (nouns, verbs, etc) system (e.g tense, agreement, pluralization) patterns, rules, and elliptical forms.
6. Recognize that a particular meaning may be expressed in different grammatical forms.

**b. Macroskills**

1. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.
2. Recognize the rhetorical forms of written discourse and their significance for interpretation.
3. Recognize that communicative functions of written texts, according to form and purpose.
4. Infer context that is not explicit by using background knowledge.
5. Infer links and connections between events, ideas, etc : deduce causes and effects and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
6. Distinguish between literal and implied meanings.
7. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
8. Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of word from context, and activating schemata for the interpretation of texts.

From the ideas above, it can be conclude that reading comprehension is the power to get an idea or meaning from a written text, understand it according to experimental background or prior knowledge and interpret it with the readers need and purpose.

## **2. The Nature of Reading**

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.<sup>6</sup> As one of the basic skills of English, reading is often underestimated by the students. Reading is a way to get information. Almost every aspect of everyday life of students are carried out by reading. By reading the students can know everything, for example about education, politic, social, culture, religion, health, etc. Almost everyday we read books, megazine, advertisement, etc.

To get information from a book we need to comprehend it well. Most of us have been reading for so long that we have forgotten just how difficult the act of making meaning from texts can be. Sometimes, it takes a challenging text to remind us that understanding what we read is not always an automatic process.<sup>7</sup>

In order to get successful in reading, there are some principles that students have to know it. According Nell Anderson principles for teaching reading, as follows :<sup>8</sup>

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<sup>6</sup>Nell Anderson in David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill, 2003), p.68

<sup>7</sup>Harvey.F.Silver et al, *The Thoughtful Education Guide to Reading for Meaning* (United States of America: Thoughtful Education Press, 2009), p.1

<sup>8</sup>David Nunan, *Op.Cit*, p.74-78

a. Exploit the reader's background knowledge

A reader's background knowledge can influence reading comprehension. Background knowledge includes all of the experiences that a reader brings to a text : Life experiences, educational experiences, knowledge of how texts can be organized rhetorically knowledge of how one's first language works, knowledge how the second language works, and cultural background and knowledge.

b. Build a strong vocabulary base

Recent research emphasized the importance of vocabulary to successful reading, readers should be taught to use context to effectively guess the meanings of less frequent vocabulary.

c. Teach for comprehension

In many reading instruction programs, more emphasis and time may be placed on testing reading comprehension than on teaching readers how to comprehend. Monitoring comprehension is essential to successful reading.

d. Work on increasing reading rate

To assist students in increasing their reading rate, teachers over-emphasize accuracy which impedes fluency. The teacher must work towards finding a balance between assisting students to improve their reading rate and developing reading comprehension skills.

e. Teach reading strategies

To achieve the desired results, students need to learn how to use a range of reading strategies that match their purposes for reading. Teaching them how to do this should be a prime consideration in the reading classroom.

f. Build assessment and evaluation into your teaching

Both quantitative and qualitative assessment activities should be included in the reading classroom. Quantitative assessment will include information from reading comprehension test as well as reading rate data. Qualitative information can include reading journal responses, reading interest surveys, and responses to reading strategy checklists.

g. Strive for continuous improvement as a reading teacher

The quality of the individual teacher is integral to success of second/foreign language readers. Reading teachers need to be passionate about their work. They should view themselves as facilitators, helping each reader discover what work best.

Every reader has different ways to read a piece of text. The differences depend on the time available and also the purpose of reading itself by the reader. Here are the main ways how we read :<sup>9</sup>

a. Skimming

Skimming refers to quickly running one's eyes over a text to get the gist of it.

Skimming is reading where the reader wants to get what the author says with the short time.

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<sup>9</sup> Ilham Akbar Yarmi, "The Effect of Using Directed Reading-Thinking Activity (DR\_TA) Strategy toward Students' Reading Comprehension of Narrative Text at The First Year of Senior High School Al-Huda Pekanbaru" (Pekanbaru: 2007), p.10

### b.Scanning

The refers to quickly going through a text to find a particular piece of information. The reader purposes just to find certain information from the text.

### c.Extensive Reading

Extensive reading is reading longer text, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding.

### d.Intensive Reading

Intensive reading is reading shorter text, to extract specific information. This is more accuracy activity involving reading for detail.

Reader has some roles in reading a text. The way readers interact and what they do along the reading activity shows some roles of readers. The roles also have an absolute impact toward the purpose of reading itself. Westwood stated four roles of the effective readers :<sup>10</sup>

#### a.Code Breaker

This role refers to the reader's ability to translate the code or symbol into sound. The reader use knowledge of phonics, context clues, grammar and text structure.

#### b.Text Participant

Readers make meaning, relating information to prior knowledge and experience.

#### c.Text User

Readers apply reading skill for authentic purposes.

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<sup>10</sup> Peter Westwood, *What Teachers Need to Know about Reading and Writing Difficulties* (Victoria: Acer Press, 2008), p.10

#### d. Text Analyst

Readers understand text structure, function and purpose.

Teacher plays an important position in learning process and its result to the students as the reader. Successful in teaching reading which result a deep comprehension to the students depends on the teacher him / herself. How he / she understands some principles toward teaching reading will influence the teaching process and its result.

### 3. The Students' Reading Comprehension of Narrative Text

Reading narrative text is not difficult if the reader knows about narrative itself. When the readers or students read the narrative text, they have to know about what narrative is, what is the important parts that occur in the narrative text, knowing about the purpose of narrative text. In this case, Langan states that narration is storytelling whether we are relating a single story or several related ones. Through narration, we make a statement clear by relating in detail something that has happened to us.<sup>11</sup> So, narrative essay can be really enjoyable to write and to read. It is a story telling, in this case story is told clearly and sharply. If the story is told clearly and detail, the reader will be able to understand what the writer's message or what the writer's is talking about.

According to Barbara Fine Clouse, there are six purpose of narrative text as follows :<sup>12</sup>

- a. To entertain.
- b. To express feelings.

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<sup>11</sup> John Langan, *College Writing Skills with Readings* (New York: McGraw Hill), p.195

<sup>12</sup> Barbara Fine Clouse, *The Students Writer* (New York: McGraw Hill, 1996), p.171



- c. To relate experience.
- d. To inform.
- e. To inform ( to teach a lesson )
- f. A persuade

Based on the explanation above, the researcher concludes that narration is a story telling. It is told very clear and detail. When the readers read narrative text, they have to attend to the structure of the narrative text. Then, the purpose of the narrative is to entertain, instruct clarify, and amuse. So, in order the readers comprehend about narrative text, they need to have knowledge about narrative text.

According to Westwood Reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text. To comprehend, readers must use information they already possess to filter, interpret, organise and reflect upon the incoming information from the page.<sup>13</sup> It means that reading comprehension focus on teaching students to understand what they read and remember what they read not to build skills on how to read, especially in narrative text.

#### **4. The Factors Influence Students Reading Comprehension**

Reading is a complex process that involves a network of cognitive actions, it works together to construct the meaning.<sup>14</sup> So, the students have to learn much

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<sup>13</sup>Peter Westwood, *What Teacher Need to Know About Reading and Writing Difficulties* (Victoria: ACER Press, 2008), p.31

<sup>14</sup>Linda J Dorn and Carla Soffos, *Teaching for Deep Comprehension* (New York: Stenhouse Publisher, 2005), p.6

about how to be good readers. Moreover, the students have to know some factors that influence reading comprehension. Dorn and Soffos said that there are some factors that influence reading comprehension such as range of internal factors, they are : perceptions, belief, motivation, and problem solving strategies.<sup>15</sup>

According to Westwood, there are eight factors that may influence the comprehension. They are as follows :<sup>16</sup>

- a. Limited vocabulary knowledge.
- b. Lack of fluency.
- c. Lack of familiarity with the subject matter.
- d. Difficulty level of the text ( readability ).
- e. Inadequate use of effective reading strategies.
- f. Weak verbal reasoning.
- g. Problems with processing information.
- h. Problem in recalling information after reading.

While, Kahayanto in Mubarak also says that the factors that influence reading comprehension come from external and internal factors. External factors are including reading material and teacher of reading. While, internal factors are including motivation, intelligent, attitude and interest.<sup>17</sup>

Based on these experts opinion above, the writer concludes that there are some factors that influence reading comprehension, they include motivation,

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<sup>15</sup> *Ibid*

<sup>16</sup> Peter Westwood, *Loc.Cit*

<sup>17</sup> Mubarak, *Effect of Pre-Question toward Reading Comprehension of the Second Year Student at Integrated Islamic Junior High School Arroyan At-Taqwa Pekanbaru* (Pekanbaru: Unpublished Degree, 2009 ), p.14-16

interest, materials, prior knowledge, and the purpose of reading. So, being a good reader, students must attend to these factors.

## 5. The Nature of Narrative Text

Narrative is relates a realistic, imagined or fictitious story. It is written to entertain amuse and interest the reader but simultaneously teaches, explains or informs.<sup>18</sup> This text commonly describes human or human's fantasy creature experience. Narrative can be divided into two types :<sup>19</sup>

### a. Traditional fiction

Traditional fiction including:

#### 1. Folktales

Folktales are a stories that have been padded down orally from one generation to another. The characters usually have a good or bad character and by the end of story they are rewarded or punished.

#### 2. Fairy tales

This is kind of traditional tales that tell of magic and talking animal, and of elves, sprites and other little people. Fairies always some as the character.

#### 3. Parables

A short story uses to example a belief, a moral or spiritual lesson.

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<sup>18</sup> John Berwick, *Targeting Text: Upper Level* (Singapore: Blake Education, 2006), p.4

<sup>19</sup> *Ibid*

#### 4. Fables

Fable is a story which often contains animals as the character. This story is usually has animals that speak and act like human beings. His text teaches a moral or lesson to the reader.

#### 5. Moral tales

Moral tales is a story which teacher the reader the good habit. This genre convinces the reader to become mannerly human.

#### 6. Myths

An ancient story created to explain the mysteries some natural force of nature, religious belief of social phenomenon. The god and goddess have supernatural power but human characters often do not.

#### 7. Legend

This is can be untrue or based on fact story. This genre commonly tells the ancient and traditional people and the exaggerations of hero.

#### b. Modern fiction

Modern fiction can be classified into the following:

1. Modern fantasy
2. Contemporary realistic fiction

Narrative text consists of certain structure. The structure refers to the way in which the ideas in the text are interrelated in order to convey a message to the reader. Here are the generic structures of narrative text :<sup>20</sup>

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<sup>20</sup> *Ibid*, p. 4-6

a. Orientation

This sets the scene, creating a visual picture of setting, atmosphere and time of story. Characters and some minor characters are introduced with some detail about their personalities, attitudes and appearance. The clues are set in place for the coming complication.

b. Complication

This revolved around conflicts or problem that effect the setting, time or characters. The hero is prevented from reaching his or her goal. A problem or a series of problem interrupt or complicate the lives of characters.

c. Series of Event

The story continues through a series of expected and unexpected events create the contents of the story. The events can change becoming sad, humor, joy and many more emotional conditions.

d. Resolution

The resolution brings the series of events to a close and resolves the main problem, challenge or situation. A solution is discovered to solve the problems or challenge.

e. Reorientation/ Coda (Optional)

Some narratives have a coda or re-orientation that returns the reader to the present and sums up the events.

## 6. The Nature of Reciprocal-Questioning ( ReQuest ) Procedure

### a. The Definition

According to Manzo and Estes Reciprocal-Questioning (ReQuest) procedure is a reading strategy that gives students the opportunity to ask questions of the teacher.<sup>21</sup> The purpose of ReQuest is to encourage students to formulate their own questions about the material they are reading and to develop appropriate questioning behavior. In doing so, students improve their reading comprehension skills, set purposes for reading, and develop an active, inquiring attitude toward reading. This strategy can be used with narrative and expository text.<sup>22</sup>

According to Richardson Reciprocal-Questioning (ReQuest) is a questioning strategy that encourages students to ask informed questions. This procedure seems to work especially well in a remedial situation or with poor readers. The key to this strategy is that it requires students to “open up” their thinking to question and think critically. With this strategy, the teacher and students first read silently a selected portion of the text (usually one or two paragraph). The students then ask the teacher question about what they read. They teacher must keep the book closed during this phase. When the students exhaust their question, the teacher begin asking question. During this phase, the students must also keep their book closed. The activity can be repeated with other paragraphs as time allows. The teacher then sets purposes for reading the

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<sup>21</sup>Khaterine.S. McKnight, *The Teacher's Big Book of Graphic Organizers* (San Francisco: Jossey-Bass A Wiley Imprint, 2010), p.134

<sup>22</sup> Katherine D. Wiesendanger, *Strategies for Literacy Education* (Columbus: Merrill Prentice Hall), p.113

remainder of the lesson, referring to the questions asked and information received during the Request.<sup>23</sup>

In the Request procedure condition the instructor gave the subjects part of the text to be read and asked them to try to come up with questions about the subject which they would like to have answered in the text. Whenever possible tentative answers were given to the questions by volunteer students, and as the activity developed the instructor inserted her own questions in order to help students ask more questions leading to higher levels of comprehension. In the condition where the two activities were worked together, the request procedure was added to the possible sentences procedure for the same text.<sup>24</sup>

According Pearson and Fielding in the Reciprocal-Questioning Procedure, the teacher engages students in an instructional conversation marked by reciprocal interactions that permit the sharing of cognitive secrets about how to read and think.<sup>25</sup> Reciprocal-Questioning interactions tend to sharpen students' attention to the functional value of the teacher as a model of effective thinking and related conduct. The teacher also gains a great deal of diagnostic information about the student's thinking and level of development as the students externalizes questions as well as answers.

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<sup>23</sup> Judy S. Richardson et al, *Reading to Learn in the Content Areas: Seventh Edition* (Canada: Nelson Education, 2009), p.424

<sup>24</sup> Leda Braga Tomitch, *Schema Activation and Text Comprehension* (UFSC: Laboratorio de Leitura), p.35

<sup>25</sup> Anthony V. Manzo and Ula C. Manzo, *Op.Cit*, p.286-287

The students take on the role of the teacher, and ask the teacher questions about the reading material. The teacher answers the students' questions. Questions are framed around the following aspects related to the reading material :

- a. Clarifying information.
- b. Summarizing information.
- c. Inferring and predicting.
- d. Main idea and author's purpose.

Reciprocal Questioning taught by a teacher demonstrates to the student how to begin a self-questioning process within them. Reciprocal Questioning is very useful because it allows students to see different aspects of the same topic whether brought forth by the teacher. Therefore, reciprocal questioning is a verbal form of self-questioning. An interactive approach, which exemplifies to students that everyone, has questions.

### **b. The Benefit of Reciprocal Questioning Procedure Strategy**

Reciprocal questioning procedure strategy have some advantages in reading, there are :<sup>26</sup>

1. Requires active participation from the reader.
2. Encourages reader to consider answers to the questions posed.
3. Requires only moderate advance preparation from the teacher.
4. Good activity for substitute teachers.
5. Encourages a positive student attitude toward strategy.
6. Teacher modeling of higher- level questioning and responses.

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<sup>26</sup> Judy Tilton Bruner, *I Don't Get It, Helping Students Understand What They Read* (Maryland: Rowman&Littlefield Education, 2011), p.82-84



7. Encourages silent reading.
8. Helpful in classroom with students having a wide range of academic ability.
9. Teachers “think aloud” with students about how answers were formulated.
10. Works one on one, with small groups, and with the whole class.
11. Breaks the passage into manageable parts for students and teacher.

**c. The Procedures of Reciprocal-Questioning ( ReQuest ) Procedure**

The procedure of reciprocal-questioning procedure are as follows :<sup>27</sup>

1. Choose a text that has easily identifiable stopping points for discussion and prediction. Prepare high-level (inferential, synthesis, and response) questions for each section of the text.
2. Preview the text prior to reading. Discuss background information and vocabulary.
3. Inform the students that they, not you, will ask questions about the text.
4. Have the students read to a predetermined point. Next instruct the students to write down and ask as many questions as they can. You respond to the students without looking at the text.
5. Once the students have asked their questions, everyone will close his or her book, and now you will ask students your prepared higher-level questions. At this point, you are serving as a role model for the students by asking these kinds of questions.

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<sup>27</sup>Katherine S. McKnight, *Op.cit*, p.134

6. Repeat the reading-questioning cycle for each preselected stopping point for the text.

## **7. The Use of Reciprocal Questioning Procedure towards Reading Comprehension**

According to Manzo Reciprocal-Questioning ( ReQuest ) was designed to teach students to ask and answer question as they read. We know that good readers engage in questioning as they read, and the theory is that teaching all students will improve their comprehension.<sup>28</sup> Tompkins stated that in Reciprocal-questioning ( ReQuest ) students have the opportunity to become more actively involved in the making meaning process as they read. This occurs as students formulate questions to ask the teacher and each other based on the reading.<sup>29</sup> To use reciprocal questioning as an instructional strategy, teachers need to select a text and segment it. The length of the segment can vary from a sentence to a paragraph depending on the density of the material and the students' reading ability.

The ReQuest Procedure is appropriate for all levels of students, kindergarten, through college, and can be used in a group setting as well as with individual students. It is a teaching technique designed to promote active comprehension through self-questioning. Developing purposes for reading and making prediction.<sup>30</sup>

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<sup>28</sup> Douglas Fisher and Nancy Frey, *Checking for Understanding* (Alexandria: ASCD Publications, 2007), p.53

<sup>29</sup> Angela Carrasquillo et al, *Beyond the Beginnings : Literacy interventions for Upper elementary English language learners* (Canada: Cromwell press, 2004), p.80

<sup>30</sup> Arleen Shearer Mariotti and Susan P. Homan, *Linking Reading Assessment to Instruction* (Mahwah: Lawrence Erlbaum Associates, 2005), p.160

In general, The ReQuest Procedure is most notable because it can be counted on to make inroads into overcoming the collection of inhibitions that otherwise tend to smother natural expressions of curiosity, purposeful responding, and mature behavior. It improves questioning because students come to better understand what it is that they do not comprehend and the teacher incidentally comes to serve as a model appropriate and socially sensitive ways to phrase questions. Further, students do not have to admit ignorance.<sup>31</sup>

## 8. The Relevant Research

According to syafi'i relevant research is required to observe some previous researchers conducted by other researcher in which they are relevant to our reserach itself. Besides, we have to analyze what the point that was focused on inform the design, finding and concluding of the previous research.<sup>32</sup>

1. Kelly. J. Whalon. In her research, she focused on *The Effects of a Reciprocal-Questioning Intervention on the Reading Comprehension of Children with Autism*. From the research, she found that interobserver agreement data were collected on 30% of all baseline and intervention sessions focusing on prompted and unprompted students generated questions and responses. Reliability was calculated by dividing the number of agreements by the number of agreements plus disagreements and multiplying by 100. In addition, a kappa statistics was calculated. Reliability of prompted and unprompted student generated question was 85% with a kappa value of 62, considered "good" agreement. Reliability of unprompted and prompted student responses was

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<sup>31</sup> Anthony Manzo&Ula Manzo, *Op.Cit*, p.142

<sup>32</sup>M.Syafi'i S, *From paragraph to a Research: A Writing of English Academic Purposes* (Pekanbaru: LSBI, 2011), p.122

90% with a kappa value of .68, also considered “good” agreement. The result suggest that implementation of reading comprehension interventions recommended by the national reading panel can increase the reading comprehension performance of students with autism spectrum disorders.<sup>33</sup>

2. Egi Fajruna El-Mubarak. In his research entitled “ *The Effect of Pre-Question toward Reading Comprehension of the Second Year Students at Integrated Islamic Junior High School Arroyan Attaqwa Pekanbaru*”. From the research, he found that the second hypothesis is accepted because T-table at the 5% grade of significance refers to 2.01. While in the level of significant 1% is 2.68. Therefore, it can be analyzed that  $t_0$  is higher than T-table in either at 5% or 1% grade of significance effect of Pre-Questioning toward reading comprehension at the second year students at Integrated Islamic Junior High School Arroyan Attaqwa Pekanbaru. It means that was any significance different between using collaborative strategy reading for reading comprehension achievement.<sup>34</sup>

## 9. The Operational Concept

In order to clarify the theories use in this research, the researcher would like to explain briefly about variable of this research. This research is experimental research in which focuses on gaining the effect of using Reciprocal-Questioning (ReQuest) procedure towards reading comprehension. Therefore, in analyzing the problem in this research, there are two variables used, they are :

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<sup>33</sup> Kelly. J. Whalon, *The Effects of a Reciprocal-Questioning Intervention on The Reading Comprehension of Children with Autism* (Florida State University, 2004), P.73

<sup>34</sup> Mubarak, *Op.Cit*, p.29

### 1. Variable X : The effect of using Reciprocal-Questioning Procedure

The following treatment as a collection of procedures of the implementation of Reciprocal-Questioning (ReQuest) Procedure can be seen as the following steps :

- a. The teacher chooses easily text to discussion and prediction.
- b. The teacher previews the text and then discusses background information and vocabulary.
- c. The teacher informs the students to ask question about the text.
- d. The teacher instructs the students to write many question as they can and the teacher answers the question.
- e. The teacher informs the students to repeated the reading questioning cycle and discuss more of the text.
- f. The teacher asks the students to predict information that they get from text.

### 2. Variable Y : Reading Comprehension

To find out the students' ability in reading comprehension of second year students of MA Diniyah Puteri Pekanbaru, the researcher determines some indicators for reading comprehension as the following :

- a. Students are able to find factual information.
- b. Students are able to identify main idea, supporting ideas.
- c. Students are able to locate the meaning of vocabulary in context.
- d. Students are able to make inference from reading text.

## **10. The Assumption and Hypothesis**

### **1. The Assumption**

In this study, the writer assumes that the students' reading comprehension in narrative text are various and better using ReQuest Procedure, the better students' reading comprehension will be.

### **2. The Hypothesis**

Ha : There is any significant effect of Reciprocal-Questioning (ReQuest) Procedure towards reading comprehension of the second year students at MA Diniyah Puteri Pekanbaru.

Ho : There is no significant effect of Reciprocal-Questioning (ReQuest) Procedure towards reading comprehension of the second year students at MA Diniyah Puteri Pekanbaru.

### CHAPTER III

### RESEARCH METHODOLOGY

#### A. The Research Design

The type of this research was use quasi-experimental research towards reading comprehension. quasi experiment are experimental situations in which the researcher assigns, but not randomly, participants to groups because the experimenter cannot artificially create groups for the experiment.<sup>1</sup> The research design was use Non-equivalent control group design, there are two group: an experimental group and a control group. Before doing the experiment, the students was given a pre-test. The experimental group gives treatment and the control group not gives the treatment. After the treatment, the students are given a post-test.<sup>2</sup>

This research consist of two variables, they are variable X which is the teacher technique in teaching reading comprehension by using reciprocal questioning and variable Y which is the reading comprehension of the second year students at MA Diniyah Putri Pekanbaru. The research design simply schematized as follow :<sup>3</sup>

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<sup>1</sup>John.W.Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Third Edition* (New Jersey: Pearson Education, 2008), p.645

<sup>2</sup>L.R.Gay and Peter Airasian, *Educational Research: Competencies for Analysis and Application, Sixth Edition* (New Jersey: Pearson Education, 2000), p.625

<sup>3</sup>Bruce W. Tuckman, *Conducting Educational Research: Fifth Edition* (USA: Harcourt Brace College, 1999 ), P.141

$O_1 \xrightarrow{\quad X \quad} O_2$  ( Experimental Group )

$O_3 \xrightarrow{\quad \quad \quad} O_4$  ( Control Group )

Where :

$O_1$  and  $O_2$  : Pre-test

$O_3$  and  $O_4$  : Post-test

X : Treatment by using reciprocal questioning procedure.

## **B. The Time and Location of the Research**

This research was conducted at MA Diniyah Puteri Pekanbaru, which is locating at Jl. KH. Ahmad Dahlan, No.100, Sukajadi, Pekanbaru. It was done on March, 1<sup>st</sup> until March, 30<sup>th</sup> 2013.

## **C. The Subject and Object of the Research**

The subject of this research is the second year students at MA Diniyah Puteri Pekanbaru. The object of this research is using reciprocal questioning toward reading comprehension.

## **D. The Population and Sample of the Research**

### **1.Population**

The population of this research is the second year students at MA Diniyah Puteri Pekanbaru in 2012-2013 academic years. They were all about 50 students, divided into two classes. They were assumed to have the same level of poficiency and the same background.



**Table III. 1**  
**Total sampling as sample**

No	Population	
	Class	Female
1	IPA A as a experimental class	25
2	IPA B as a control class	25
	<b>Total Sample</b>	<b>50</b>

## 2. Sample

Based on the design of the research, the researcher take two classes as the sample of this research. The researcher used total sampling for taking the sample. Arikunto states that if a writer wants to research the elements of the population, so the research is called total sampling. Those all of them taken to be sample.<sup>4</sup> The class was XI IPA A as a experimental class and XI IPA B as a control class.

## E. The Research Procedures

Reciprocal Questioning Procedure is a reading strategy that gives students the opportunity to ask question of the teacher. The Procedures of this research were decided into two phrases :

### 1. Procedure of collecting data for experimental group

#### a. Pre-Test

The pre-test was carried out to determine the ability of students selected as the sample. Items used for pre-test consist of 20 items. The test was about reading

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<sup>4</sup> Suharsimi Arikunto,dkk, *Penelitian Tindakan Kelas* (Jakarta: Bumi Aksara, 2006), p.25

comprehension which was appropriate with their in use curriculum. The test consisted of five passages with four question for each.

b. Treatment

The treatment was conducted for experimental group only. The treatment was using Reciprocal Questioning Procedure in teaching reading comprehension. The lenght of time to apply the approach was about eight meetings.

c. Post-test

After eight meetings ( including Pre-test ), the post-test was administrated. Result of the post-test for experimental group was analyzed and used as final data for this research.

2. Procedures of collecting data for control group

a. Pre-test

Goal, item, and procedures of the test for control group were the same as those conducted for experimental group.

b. Conventional Strategy

In this case, the teaching of reading comprehension for control group by using conventional strategy or classical method. The strategy used in classroom was three phase technique.

c. Post-test

Post-test for both control group and experimental group will administrated after giving the treatment. The results of the post-test for both control group and experiment group were analyzed and used as final data for this research.

## F. The Technique of Collecting Data

The technique of collecting data in this research used test. Test means of measuring the knowledge, skill, feelings, intelligence, or aptitude of an individual or group.<sup>5</sup> It is used to measure the students' reading comprehension.

The format of the test was used in this research is Multiple choice. Brown says that multiple choice responses are not only a matter of choosing one of four or five possible answer.<sup>6</sup> Multiple choice is offering several alternative answers from which the correct one is to be chosen. The test consisted of five passages with four questions for each.

Then the writer took the total score from the result of the reading comprehension test. The classification of the students' score will be shown below:<sup>7</sup>

**TABLE III. 2**  
**The Classification of Students' Score**

Score	Categories
80-100	Very good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

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<sup>5</sup> L.R.Gay, *Op.cit*, p.630

<sup>6</sup> H.Douglas Brown, *Language assessment: Principles and Classroom Practices* (San francisco: Longman, 2003), p.191

<sup>7</sup> Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara), p.245

## G. The Validity and Reliability of the Test

### 1. Validity

Before the tests were given to the sample both of the tests had been tried out of 25 students at the second year. The purpose of try out was to obtain validity and reliability of the test. It was determined by finding the difficulty level of each item. Item of difficulty is determined as the proposition of correct responses. The formula for item of difficulty is as follows :<sup>8</sup>

$$P = \frac{B}{JS}$$

Where :

P : Index of difficulty of facility value

B : The number of correct answers

JS : The number of examinees or students taking the test

The difficulty level of an item shows how easy or difficult a particular item is in the test. The items that do not reach the standard level of difficulty are excluded from the test and they are changed with the new items that are appropriate.

The standard level of difficulty used is  $> 0.30$  and  $< 0.70$ .<sup>9</sup> It means that the item test is accepted if the level of difficulty is between 0.30-0.70 and it is rejected if the level of difficulty is below 0.30 ( difficult ) and over 0.70 (easy). Then, the proportion correct is represented by “p”, whereas the proportion incorrect is represented by “q”.

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<sup>8</sup> *Ibid*, p.209

<sup>9</sup> *Ibid*, p.210

**Table III. 3**  
**The Standard are able to Finding Factual Information**

Variable	Finding Factual Information				N
Item no.	1	6	11	16	25
Correct	16	17	13	17	
P	0.64	0.68	0.52	0.68	
Q	0.36	0.32	0.48	0.32	

$$Q = 100 - P$$

$$P = B/JS$$

Based on the table above, the item numbers of question for finding factual information are number 1, 6, 11, and 16. It shows that the proportion of correct answer for finding factual information of test item is number 1 that shows the proportion correct answer 0.64, item number 6 shows the proportion of correct answer 0.68, item number 11 shows the proportion of correct answer is 0.52, and item number 16 that shows the correct answer is 0.68. The total correct answer of finding factual information test is 0.63. Then, based on standard level of difficulty “p” is >30 and <70. So, the items of difficulties for finding factual information are accepted.

**Table III. 4**  
**The Standard are able to Identifying Main Idea**

Variable	Identifying Main Idea				N
Item no.	2	7	12	17	25
Correct	16	13	14	13	
P	0.64	0.52	0.56	0.52	
Q	0.36	0.48	0.44	0.48	

Based on the table above, the item numbers of question for identifying main idea are number 2, 7, 12, and 17. It shows that the proportion of correct answer for identifying main idea of test item is number 2 that shows the proportion correct answer 0.64, item number 7 shows the proportion of correct answer 0.52, item number 12 shows the proportion of correct answer is 0.56, and item number 17 that shows the correct answer is 0.52. The total correct answer of identifying main idea test is 0.56. Then, based on standard level of difficulty “p” is  $>30$  and  $<70$ . So, the items of difficulties for identifying main idea are accepted.

**Table III. 5**  
**The Standard are able to Locate the Meaning of Vocabulary**

Variable	Locate the Meaning of Vocabulary				N
Item no.	3	8	13	18	25
Correct	11	12	11	12	
P	0.44	0.48	0.44	0.48	
Q	0.56	0.52	0.56	0.52	

Based on the table above, the item numbers of question for locate the meaning of vocabulary are number 3, 8, 13, and 18. It shows that the proportion of correct answer for locate the meaning of vocabulary of test item is number 3 that shows the proportion correct answer 0.44, item number 8 shows the proportion of correct answer 0.48, item number 13 shows the proportion of correct answer is 0.44, and item number 18 that shows the correct answer is 0.48. The total correct answer of locate the meaning of vocabulary test is 0.46. Then, based

on standard level of difficulty “p” is  $>30$  and  $<70$ . So, the items of difficulties for locate the meaning of vocabulary are accepted.

**Table III. 6**  
**The Standard are able to Identifying Reference**

Variable	Identifying Reference				N
Item no.	4	9	14	19	25
Correct	11	14	14	14	
P	0.44	0.56	0.56	0.56	
Q	0.56	0.44	0.44	0.44	

Based on the table above, the item numbers of question for identifying reference are number 4, 9, 14, and 19. It shows that the proportion of correct answer for identifying reference of test item is number 4 that shows the proportion correct answer 0.44, item number 9 shows the proportion of correct answer 0.56, item number 14 shows the proportion of correct answer is 0.56, and item number 19 that shows the correct answer is 0.56. The total correct answer of identifying reference test is 0.53. Then, based on standard level of difficulty “p” is  $>30$  and  $<70$ . So, the items of difficulties for identifying reference are accepted.

**Table III. 7**  
**The Standard are able to Making Inferences**

Variable	Making Inference				N
Item no.	5	10	15	20	25
Correct	17	17	13	17	
P	0.68	0.68	0.52	0.68	
Q	0.32	0.32	0.48	0.32	

Based on the table above, the item numbers of question for making inference are number 5, 10, 15, and 20. It shows that the proportion of correct answer for making inference of test item is number 5 that shows the proportion correct answer 0.68, item number 10 shows the proportion of correct answer 0.68, item number 15 shows the proportion of correct answer is 0.52, and item number 20 that shows the correct answer is 0.68. The total correct answer making inference test is 0.64. Then, based on standard level of difficulty “p” is  $>30$  and  $<70$ . So, the items of difficulties for making inference are accepted.

## **2. Reliability**

According to H. Douglas Brown that reliability has to do with accuracy of measurement. This kind of accuracy is reflected in the obtaining of similar results when measurement is repeated on different occasions or with different instruments or by different persons. The characteristic of reliability is sometimes termed consistency. Meaning that, we can say the test is reliable when an examinee’s results are consistent on repeated measurement. To obtain the



reliability of the test, it must be known the Mean and Standard Deviation of test.<sup>10</sup>

It is clear that reliability is used to measure the quality of the test scores, and a test is consistent. There are some factors affecting the reliability of a test, they are :

- a. The extent of the sample of material selecting for testing.
- b. The administration of the test, clearly this is an important factor deciding reliability.

The reliability coefficients for good identified kinds of structure text and reading comprehension test were expected to exceed 0.0 and closed 1.00. Heaton states that, the reliability of the test was considered as follows:

1. 0.0 – 0.20 = reliability is low
2. 0.21 – 0.40 = reliability is sufficient
3. 0.41 – 0.70 = reliability is high
4. 0.71 – 1.0 = reliability is very high<sup>11</sup>

There are some formulas used in finding the reliability of instrument, they are including Spearman-Brown formula, Flanagan formula, Rulon formula, Hoyt formula, K-R 21 formula, K-R 20 formula.<sup>12</sup>

$$r_{11} = \frac{k}{k-1} \frac{V_t - \sum pq}{V_t}$$

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<sup>10</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (New York: Pearson Education Inc, 2003), p.19-27

<sup>11</sup> J.B. Heaton, *Writing English Language Tests* (New York: Cambridge University Press, 1988), p.164

<sup>12</sup> Suharsimi Arikunto, *Prosedure Penelitian : Satuan Pendekatan Praktik* (Jakarta: PT. Rineka Cipta, 2006), p.180

Where:

$r_{11}$  : Instrument reliability

$k$  : Number of items

$V_t$  : Total variance ( $SD^2$ )

$p$  : The proportion of the students who are correct in answering an item divided with the total number of the students

$q$  : The proportion of the students who are incorrect in answering an item divided with the total number of students

The data can be seen at appendix 9.

Based on the data, the writer got:

$K$  : 20

$S^2$  : 83.33

$pq$  : 4.66

$$\begin{aligned}
 r_{11} &= \frac{k}{k-1} \frac{V_t - \sum pq}{V_t} \\
 &= \frac{20}{20-1} \frac{83.33-4.66}{83.33} \\
 &= \frac{20}{19} \frac{78.67}{83.33} \\
 &= 1.052 \cdot 0.944 \\
 &= 0.993
 \end{aligned}$$

To know the test is reliable or not, the value of  $r_{11}$  must be compared with  $r$  product moment. The value of  $r_{11}$  must be higher than  $r$  table. From the calculation above the value of  $r_{11}$  is 0.993. Then the  $r_t$  at 95% grade of significance is 0.396. While  $r_t$  at 99% grade significance is 0.505. So, it can be concluded that

0.396 < 0.993 > 0.505. On other word, the instrument is reliable because the value of  $r_{11}$  is higher than  $r_t$ .

## H. The Technique of Data Analysis

In order to find out whether there is a significant difference of using Reciprocal-Questioning (ReQuest) Procedure, the data were analyzed statistically. In analyzing the data, the writer used score of experimental class and control class. The technique of data analysis used in this research was T-test formula. According to Hartono, T-test is one of the statistic test that is used to know whether or not there is significant difference of the two samples of mean in two variables.<sup>13</sup> . The data were analyzed by using statistical analysis. The different mean was analyzed by using independent sample T-test SPSS 16 version.

The T-table was employed to see whether or not there is significant difference between the mean score of both experimental and control class. The t-obtained value is consulted with the value of t-table at the degree of freedom (df) =  $(N_1 + N_2) - 2$ .

Statistically hypotheses are:

$$H_a = t_0 > t\text{-table}$$

$$H_0 = t_0 < t\text{-table}$$

- 1).  $H_a$  is accept if  $t_0 > t\text{-table}$  or there is any significant difference of using reciprocal questioning procedure towards reading comprehension.
- 2).  $H_0$  is accepted if  $t_0 < t\text{-table}$  or there is no significant difference of using reciprocal questioning procedure towards reading comprehension.

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<sup>13</sup> Hartono, *Statistik Untuk Penelitian* (Yogyakarta: Pustaka pelajar, 2009), p.208

## CHAPTER IV

### DATA PRESENTATION AND ANALYSIS

#### A. The Description of Research Data

The purpose of this research is to find out whether there is a significant difference of using Reciprocal Questioning ( ReQuest ) Procedure strategy towards reading comprehension. There were two classes which have taken part in this research. The first class was experimental class. Experimental class was used as the experimental group which was taught by using Reciprocal-Questioning (ReQuest) Procedure Strategy. This group got a new treatment or intervention which in this matter is ReQuest strategy. Experimental group students were taught by using ReQuest strategy to understand narrative text. They got 6 times treatment. Here, the writer took a role as the teacher who implemented this strategy. The narrative text which were used by the writer to teach them were taken from their English textbook. The last class was control class.

Control class was selected as control group for this research design. They were taught by using conventional strategy in order to avoid the influence of new intervention. They also got 6 times classes by the researcher and taught by using similar text. There were 25 students in experimental group and also in control group.

The data collecting technique which used by the writer was test. There were two instruments to measure the students' ability to comprehend narrative text. They were pretest instrument and posttest instrument. These two instruments are similar because they were developed by using similar indicators. These two

instruments were developed by using particular indicators related to reading comprehension skill. The following was the indicators for reading comprehension of narrative text :

- a. Students are able to find factual information.
- b. Students are able to identify main idea, supporting ideas, etc.
- c. Students are able to locate the meaning of vocabulary in context.
- d. Students are able to identifying reference from reading text, and
- e. Students are able to make inference from reading text.

Reciprocal-Questioning ( ReQuest ) Procedure was implemented based on the following procedures :

- a. The teacher chooses easily text to discussion and prediction.
- b. The teacher previews the text and then discusses background information and vocabulary.
- c. The teacher informs the students to ask question about the text.
- d. The teacher instructs the students to write many question as they can and the teacher answers the question.
- e. The teacher informs the students to repeated the reading questioning cycle and discuss more of the text.
- f. The teacher asks the students to predict information that they get from text.

Then, control group students were taught by using conventional strategy with the following steps :

- a. Teacher mentioned the title of the text.
- b. Teacher shows and explains some pictures related to the text.

- c. Teacher reads the text loudly with correct fluency and pronunciation.
- d. Teacher asks one or more students to read the text loudly while the others students listen to the reader. Then, teacher checks students' reading fluency and pronunciation.
- e. Teacher asks some questions related to the text to the students.
- f. Teacher asks students to make summary about the text they have read.
- g. Teacher check students' answer and summary.

As mentioned earlier in chapter 3, the data obtained or students' reading comprehension score would be presented based on absolute grading standard and school's graduation standard. This was necessary to measure how many students who can reach the highest level of the absolute grading standard. Furthermore, it is important to interpret the students' score based on schools' graduation standard (SKL).

## **B. The Data Presentation of Reading Comprehension.**

### **1. Students' Reading Comprehension Taught by Using Reciprocal-Questioning (Re-Quest) Procedure.**

The table below shows the result of pretest and posttest score of experimental group obtained after administering pretest and posttest. Pretest was administered before giving treatment. Posttest was conducted after giving treatment or using Reciprocal-Questioning (ReQuest) Procedure in teaching reading comprehension of narrative text. Here, the writer used measurement by using posttest instrument for experimental group. Then, the writer used students'

individual average score from pretest and posttest scores to be analyzed statistically.

**Table IV.1**  
**Pretest and Posttest Score of Experimental Group**

<b>No Student</b>	<b>Experimental Group</b>	
	<b>Pretest</b>	<b>Posttest</b>
<b>1</b>	50	75
<b>2</b>	45	70
<b>3</b>	60	70
<b>4</b>	50	60
<b>5</b>	45	65
<b>6</b>	40	55
<b>7</b>	65	75
<b>8</b>	65	70
<b>9</b>	60	70
<b>10</b>	60	65
<b>11</b>	65	70
<b>12</b>	45	60
<b>13</b>	50	60
<b>14</b>	70	75
<b>15</b>	55	75
<b>16</b>	65	70
<b>17</b>	60	70
<b>18</b>	60	60
<b>19</b>	55	65
<b>20</b>	60	65
<b>21</b>	70	75
<b>22</b>	65	75
<b>23</b>	55	60
<b>24</b>	65	70
<b>25</b>	60	70
<b>Total Score</b>	1455	1695

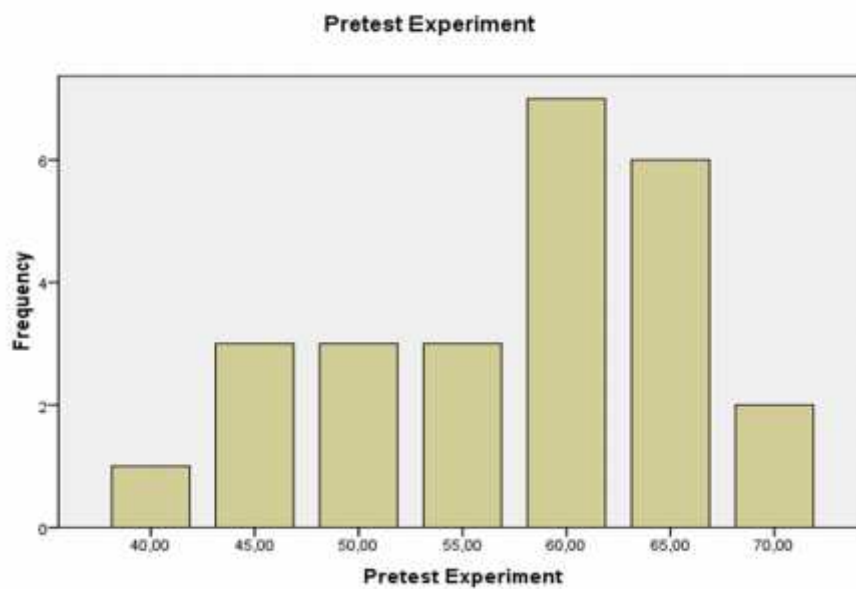
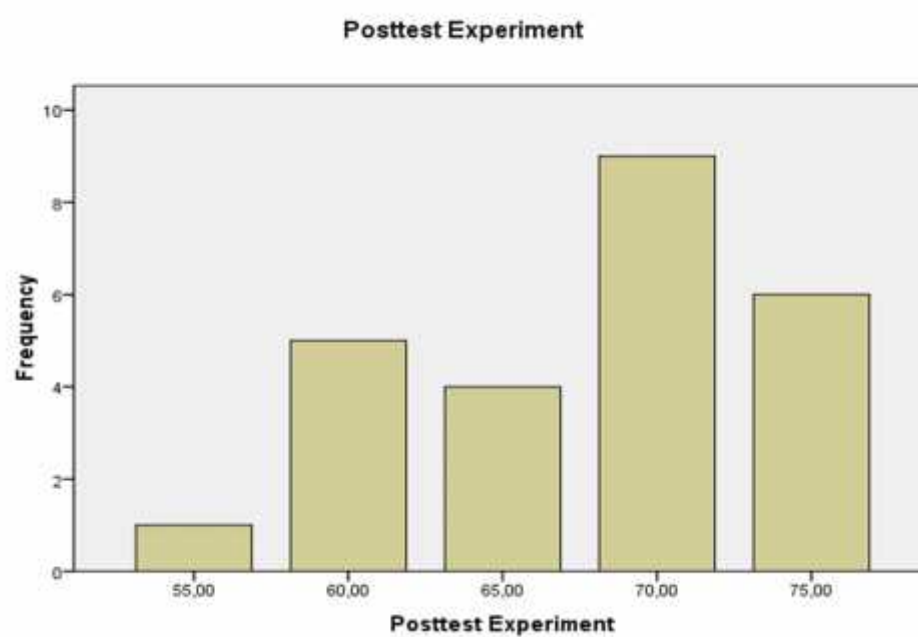
According to the table above, there were 25 students who have taken part the test. Total score of pretest is 1455 and total score of average from posttest score is 1695. It is clear that total score of posttest is higher than total score of pretest. It implies that experimental group's ability to comprehend narrative text was improving.

The following table shows the frequency of score obtained by the students. They consist of pretest and posttest (average score). The cumulative percentage is also included in the table below :

**Table IV.2**  
**The Frequency of Pretest and Posttest Score of Experimental Group**

<b>Pretest Score</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Posttest Score</b>	<b>Frequency</b>	<b>Percentage</b>
40	1	4.0	55	1	4.0
45	3	12.0	60	5	20.0
50	3	12.0	65	4	16.0
55	3	12.0	70	9	36.0
60	7	28.0	75	6	24.0
65	6	24.0	-	-	-
70	2	8.0	-	-	-
<b>Total</b>	<b>25</b>	<b>100.0</b>	<b>Total</b>	<b>25</b>	<b>100.0</b>



**Histogram IV. 2****Histogram IV. 2**

The highest score in pretest score is 70 and the lowest score is 40. Then, the highest score of posttest score is 75 and the lowest score is 55. The next tables are the simple descriptive statistics / summary of data that computed by using SPSS 16.

**Table IV.3**  
**Descriptive Statistics on Pretest Score of Experimental Group**

<b>Mean (M)</b>	<b>Median (<math>M_{dn}</math>)</b>	<b>Mode (<math>M_o</math>)</b>	<b>Standard Deviation (SD)</b>	<b>Variance(<math>S^2</math>)</b>
57.60	40.00	70	8.30	69.00

According to the table above, mean ( $M$ ) pretest score of experimental group is 57.60. Median (  $M_{dn}$  ) is 40.00. Mode ( $M_o$ ) is 70. Standard deviation ( $SD$ ) is 8.30 and variance ( $S^2$ ) from the score is 69.00.

**Table IV.4**  
**Descriptive Statistics on Posttest Score of Experimental Group**

<b>Mean (M)</b>	<b>Median (<math>M_{dn}</math>)</b>	<b>Mode (<math>M_o</math>)</b>	<b>Standard Deviation (SD)</b>	<b>Variance(<math>S^2</math>)</b>
67.80	55.00	75	5.96	35.58

The table above, mean ( $M$ ) posttest score of experimental group is 67.80. Median (  $M_{dn}$  ) is 55.00. Mode ( $M_o$ ) is 75. Standard deviation ( $SD$ ) is 5.96 and variance ( $S^2$ ) from the score is 35.58.

According to two descriptive statistics tables above, the means both score are different. Mean of posttest experimental group is improving. Mean improves 10.2.

## **2. Students' Reading Comprehension of Narrative Text Taught By Using Conventional Startegy.**

The table below serves the control group's score obtained after following pretest and posttest which were administered by the writer. Pretest score was obtained before teaching by using conventional strategy. Posttest was administered after teaching reading comprehension of narrative text by using similar strategy.

**Table IV. 5****Pretest and Posttest Score of Control Group**

<b>No Student</b>	<b>Control Group</b>	
	<b>Pretest</b>	<b>Posttest</b>
<b>1</b>	60	65
<b>2</b>	50	60
<b>3</b>	60	70
<b>4</b>	45	50
<b>5</b>	45	55
<b>6</b>	50	50
<b>7</b>	60	70
<b>8</b>	55	60
<b>9</b>	55	55
<b>10</b>	60	60
<b>11</b>	60	65
<b>12</b>	45	50
<b>13</b>	45	60
<b>14</b>	50	55
<b>15</b>	60	65
<b>16</b>	50	60
<b>17</b>	65	70
<b>18</b>	70	70
<b>19</b>	50	55
<b>20</b>	45	50
<b>21</b>	60	65
<b>22</b>	70	70
<b>23</b>	55	55
<b>24</b>	60	60
<b>25</b>	65	65
<b>Total Score</b>	<b>1390</b>	<b>1510</b>

According the table above there were 25 students who have followed the pretest and posttest. The total score of pretest is 1390 and the total score of

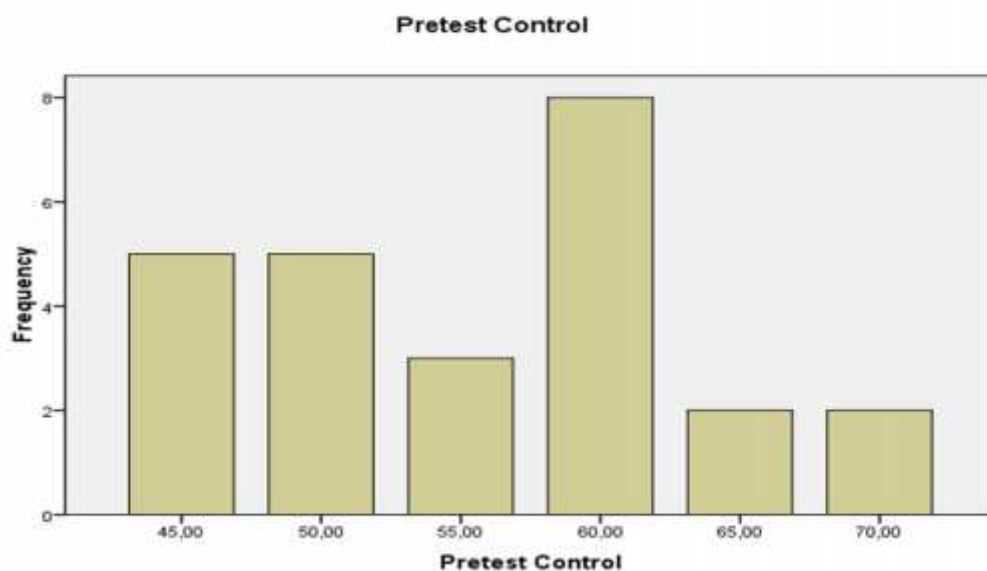
posttest is 1510. The total score of posttest is a bit higher than total score of pretest.

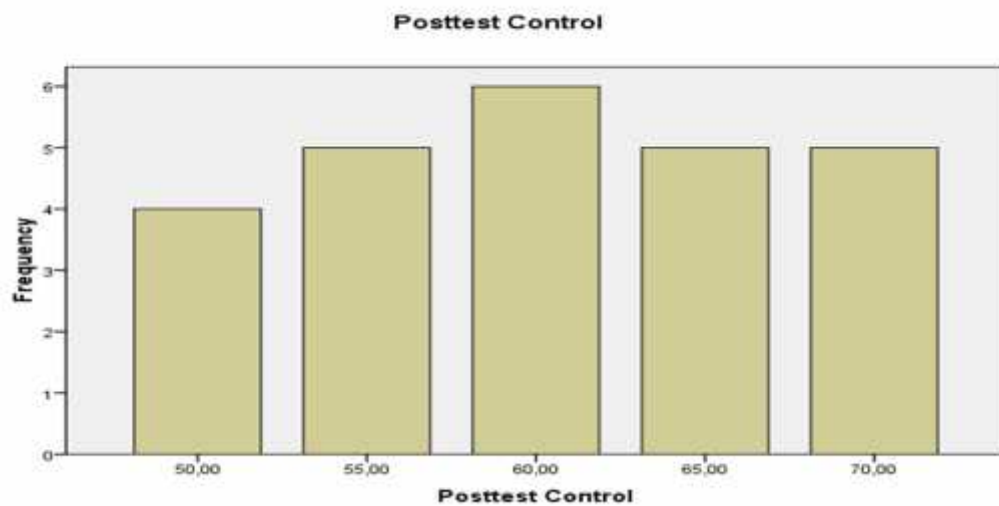
The following table shows the frequency of pretest and posttest score of control group which obtained.

**Table IV. 6**  
**The Frequency of Pretest and Posttest Score of Control Group**

<b>Pretest Score</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Posttest Score</b>	<b>Frequency</b>	<b>Percentage</b>
45	5	20.0	50	4	16.0
50	5	20.0	55	5	20.0
55	3	12.0	60	6	24.0
60	8	32.0	65	5	20.0
65	2	8.0	70	5	20.0
70	2	8.0	-	-	-
<b>Total</b>	<b>25</b>	<b>100.0</b>	<b>Total</b>	<b>25</b>	<b>100.0</b>

**Historgam IV. 6**



**Histogram IV. 6**

**Table IV. 7**  
**Descriptive Statistics on Pretest Score of Control Group**

Mean (M)	Median (M <sub>dn</sub> )	Mode (M <sub>o</sub> )	Standard Deviation (SD)	Variance(S <sup>2</sup> )
55.60	45.00	70.00	7.81	61.08

The table above indicates that mean ( $M$ ) pretest score of experimental group is 55.60. Median ( $M_{dn}$ ) is 45.00. Mode ( $M_o$ ) is 70.00. Standard deviation ( $SD$ ) is 7.81 and variance ( $S^2$ ) from the score is 61.08.

**Table IV. 8**  
**Descriptive Statistics on Posttest Score of Control Group**

Mean (M)	Median (M <sub>dn</sub> )	Mode (M <sub>o</sub> )	Standard Deviation (SD)	Variance(S <sup>2</sup> )
60.40	50.00	70.00	6.91	47.75

According to the table above, mean ( $M$ ) posttest score of experimental group is 60.40. Median ( $M_{dn}$ ) is 50.00. Mode ( $M_o$ ) is 70.00. Standard deviation ( $SD$ ) is 6.91 and variance ( $S^2$ ) from the score is 47.75. This descriptive statistics was calculated by using SPSS 16.

### C. The Data Analysis

#### 1. Students' Posttest Score.

The following is posttest score of experimental group after being taught by using Reciprocal-Questioning ( ReQuest ) Procedure.

**Table IV.10**  
**Posttest Score of Experimental Group**

Posttest Score	Frequency	Percentage	Status
75	6	24.0	Good
70	9	36.0	Good
65	4	16.0	Enough
60	5	20.0	Enough
55	1	4.0	Less
<b>Total</b>	<b>25</b>	<b>100</b>	<b>-</b>

The percentage of the students in experimental group's score which reached "Very Good" level is based on the following :

$$P = 0/25 \times 100 = 0\%$$

The percentage of the students in experimental group's score which reached "Good" level is based on the following :

$$P = 15/25 \times 100 = 60\%$$

The percentage of the students in experimental group's score which reached "*Enough*" level is based on the following :

$$P = 9/25 \times 100 = 36\%$$

The percentage of the students in experimental group's score which reached "*Less*" level is based on the following :

$$P = 1/25 \times 100 = 4\%$$

The percentage of the students in experimental group's score which reached "*Fail*" level is :

$$P = 0/25 \times 100 = 0\%$$

Based on the percentage result of the students' experimental group score after being taught by using Reciprocal-Questioning ( ReQuest ) Procedure, the majority of students reached grade "*Good*" with percentage is 60%. None of students got "*Fail*" based on the percentage calculation above. The next table is posttest scores of control group after being taught by using conventional strategy.

**Table IV. 11**  
**Posttest Score of Control Group**

Posttest Score	Frequency	Percentage	Status
70	5	20.0	Good
65	5	20.0	Good
60	6	24.0	Enough
55	5	20.0	Enough
50	4	16.0	Less
<b>Total</b>	<b>25</b>	<b>100</b>	<b>-</b>



The percentage of the students in control group's score which reached "*Very Good*" level is based on the following :

$$P = 0/25 \times 100 = 0\%$$

The percentage of the students in control group's score which reached "*Good*" level is based on the following :

$$P = 10/25 \times 100 = 40\%$$

The percentage of the students in control group's score which reached "*Enough*" level is based on the following :

$$P = 11/25 \times 100 = 44\%$$

The percentage of the students in control group's score which reached "*Less*" level is based on the following :

$$P = 4/25 \times 100 = 16\%$$

The percentage of the students in control group's score which reached "*Fail*" level is :

$$P = 0/25 \times 100 = 0\%$$

None of the students got grade "*Very Good*" in control group. Most of the students reached grade "*Enough*" with cumulative percentage is 60%. Based on the percentage of calculation, experimental group students reached better grade from their test.

## 5. Students' Posttest Score

The following is experimental group's posttest score after being taught by using Reciprocal-Questioning (ReQuest) Procedure. Regarding to the school's graduation standard, here the posttest scores of experimental group are classified below :

**Table IV. 12**  
**The Posttest Score of Experimental Group**

<b>Valid of Posttest</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Standard Graduated</b>
75	6	24.0	Pass
70	9	36.0	Pass
65	4	16.0	No pass/Fail
60	5	20.0	No pass/Fail
55	1	4.0	No pass/Fail
<b>Total</b>	<b>25</b>	<b>100</b>	<b>-</b>

The percentage of the students in experimental group's score which passed school's graduation standard is as follows :

$$P = 24/25 \times 100 = 96\%$$

The percentage of the students in experimental group's score which did not pass school's graduation standard is as follows :

$$P = 1/25 \times 100 = 4\%$$

From the percentage of calculation above, the posttest score of experimental group shows that most of the students passed the school's

graduation standard with the cumulative percentage is 96%. There were 1 students who did not pass the school's graduation standard with cumulative percentage is 4%.

The following is the control group's posttest score after being taught by using conventional strategy. Considering the school's graduation standard, here below the posttest scores of control group are classified below :

**Table IV. 13**  
**The Posttest Score of Control Group**

<b>Valid of Posttest</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Standard Graduated</b>
70	5	20.0	Pass
65	5	20.0	No pass/Fail
60	6	24.0	No pass/Fail
55	5	20.0	No pass/Fail
50	4	16.0	No pass/Fail
<b>Total</b>	<b>25</b>	<b>100</b>	<b>-</b>

The percentage of students in control group's score which passed school's graduation standard is as follows :

$$P = 16/25 \times 100 = 64\%$$

The percentage of the students in control group's score which did not pass school's graduation standard is based on below :

$$P = 9/25 \times 100 = 36\%$$

The percentage above shows that almost majority of control group did not pass the school's graduation standard after being taught by using conventional

strategy. The percentage is 36%. This result is higher than the students who passed the school's graduation standard with percentage of 64%.

The two percentage calculation above shows that the posttest score of experimental group and control group is different. Most of experimental group students passed the school's graduation standard. On the contrary, most of students in control group did not pass the school's graduation standard. This proves that teaching by using Reciprocal-Questioning (ReQuest) Procedure is better than teaching by using conventional strategy. In this case experimental group got treatment by using Reciprocal-Questioning (ReQuest) procedure and control group got treatment by using conventional strategy.

### 3. The Data Analysis of the Difference between Students' Pretest and Posttest Score of Experimental and Control Group.

The following table displays the difference between pretest and posttest score of experimental and control group.

**Table IV. 14**  
**The Difference between Students' Pretest and Posttest Score of Experimental and Control Group**

<b>Experimental Group</b>				<b>Control Group</b>			
<b>No.Student</b>	<b>Pretest</b>	<b>Posttest</b>	<b>Gain</b>	<b>No.Student</b>	<b>Pretest</b>	<b>Posttest</b>	<b>Gain</b>
<b>1</b>	50	75	25	<b>1</b>	60	65	5
<b>2</b>	45	70	25	<b>2</b>	50	60	10
<b>3</b>	60	70	10	<b>3</b>	60	70	10
<b>4</b>	50	60	10	<b>4</b>	45	50	5
<b>5</b>	45	65	20	<b>5</b>	45	55	10
<b>6</b>	40	55	15	<b>6</b>	50	50	0
<b>7</b>	65	75	10	<b>7</b>	60	70	10
<b>8</b>	65	70	5	<b>8</b>	55	60	5
<b>9</b>	60	70	10	<b>9</b>	55	55	0
<b>10</b>	60	65	5	<b>10</b>	60	60	0
<b>11</b>	65	70	5	<b>11</b>	60	65	5
<b>12</b>	45	60	15	<b>12</b>	45	50	5
<b>13</b>	50	60	10	<b>13</b>	45	60	15
<b>14</b>	70	75	5	<b>14</b>	50	55	5
<b>15</b>	55	75	20	<b>15</b>	60	65	5
<b>16</b>	65	70	5	<b>16</b>	50	60	10
<b>17</b>	60	70	10	<b>17</b>	65	70	5
<b>18</b>	60	60	0	<b>18</b>	70	70	0
<b>19</b>	55	65	10	<b>19</b>	50	55	5
<b>20</b>	60	65	5	<b>20</b>	45	50	5
<b>21</b>	70	75	5	<b>21</b>	60	65	5
<b>22</b>	65	75	10	<b>22</b>	70	70	0
<b>23</b>	55	60	5	<b>23</b>	55	55	0
<b>24</b>	65	70	5	<b>24</b>	60	60	0
<b>25</b>	60	70	10	<b>25</b>	65	65	0
<b>Total</b>	1455	1695	255		1390	1510	120

From the table above, the calculation of total score of experimental class in pretest is 1455 and the total score of experimental class in posttest is 1695. The gain of experimental class is 255. While the calculation of total score of control class in pretest is 1390 and the total score of control class in posttest is 1510. The gain of control class is 120.

To determine the data analysis of the difference of the students' reading comprehension in narrative text between the students that are not taught and those who are taught by using ReQuest, the writer then used t-test by using SPSS 16. The data of t-test can be seen from the table as follows :

**Table IV. 15**

**The Result of T-test**

**Group Statistics**

		N	Mean	Std. Deviation	Std. Error Mean
Posttest Experiment	1	25	67.80	5.965	1.193
Posstest Control	2	25	60.40	6.910	1.382

Based on the table above, it can be seen that the total students from each class, the experimental class consisted of 25 students and the control class consisted of 25 students. The mean of the post-test of experimental class is 67.80 and the mean of post-test of control class is 60.40.

**Table IV. 16**  
**Independent Samples T-test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Posttest experiment	Equal variances assumed	.440	.510	4.053	48	.000	7.40000	1.82574	3.72910	11.07090
	Equal variances not assumed			4.053	46.998	.000	7.40000	1.82574	3.72708	11.07292

From the table IV.16 above, the output of independent sample test shows that the t-test result is 4.053, its df is 48, significant 0.000, mean difference is 7.40000, standard error is 1.82574, the lower different interval is 3.72910 and the upper different interval is 11.07090.

There are two ways that can be done in interpreting  $t_o$ , they are as follows :

1. By comparing  $t_o$  (t-obtained) to t table. From  $df = 48$ , it is found that the level of significance of 5% is 2.01 and the level significance of 1% is 2.68. It can be seen than  $2.01 < 4.053 > 2.68$ . It means that null hypothesis ( $H_o$ ) is rejected, while the alternative hypothesis ( $H_a$ ) is accepted.

2. By orienting the number of significance. If probability is  $>0.05$ , null hypothesis ( $H_o$ ) is accepted. If probability is  $<0.05$ , alternative hypothesis ( $H_a$ ) is accepted.

Based on the score of t-obtained and gathered from SPSS 16, it shows that  $t_o$  is higher than t-table. The finding of  $t_o$  is 4.053 while the level of significance of 5% is 2.01 and the level of significant of 1% is 2.68. It can be read that  $2.01 < 4.053 > 2.68$ . Thus, the writer can conclude that  $H_a$  is accepted and  $H_o$  is rejected. In other word, there is significant effect of using Reciprocal-Questioning (ReQuest) Procedure towards reading comprehension of the second year students at MA Diniyah Puteri Pekanbaru.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Research Conclusion**

There are three conclusions of this research based on the objectives of the research :

1. The first is to find out students' reading comprehension that is taught by using Reciprocal-Questioning (ReQuest) Procedure. After conducting the research, the reading comprehension that is taught by using Reciprocal-Questioning Procedure of the second year students at MA Diniyah Puteri Pekanbaru is categorized as Good Level.
2. The second is to find out reading comprehension that is not taught by using Reciprocal-Questioning (ReQuest) Procedure. After conducting the research, the reading comprehension that is not taught by using Reciprocal-Questioning (ReQuest) Procedure of the second year students at MA Diniyah Puteri Pekanbaru is categorized as Enough level.
3. After conducting the research, the writer found that there is any significant effect of the reading comprehension that is not taught and that is taught by using Reciprocal-Questioning (ReQuest) Procedure of the second year students at MA Diniyah Puteri Pekanbaru.

## **B. Suggestion**

Pertaining to the research finding, the writer would like to give some suggestion to the teacher, students and the school. From the conclusion of the research above, it is known that using ReQuest Procedure could give the significant effect toward students' reading comprehension.

1. In the teaching and learning process, the teacher should use various strategies that are suitable with the teaching material itself. In teaching reading comprehension especially in narrative text, the teacher should make the students involve in the learning process. By using ReQuest Procedure students have the opportunity to become more actively involved in the making meaning process as they read. The ReQuest Procedure could help the students' reading comprehension in pre, during, and evaluate the reading. Therefore, the students will be easy in reading comprehension especially in narrative text. So, it is better for the teacher to implement the strategy in his/ her classroom.
2. For the students, they must have hard effort to improve their reading comprehension. The students must read and read. In reading comprehension, if the students use ReQuest Procedure, the students should formulate their own questions about the material they are reading and to develop appropriate questioning behavior. In doing so, students improve their reading comprehension skills, set purposes for reading, and develop an active, inquiring attitude toward reading.

3. For the institution, it will be more effective if this strategy is implemented in the small class because the teacher could control the students' learning activities and the most important thing is that timing. It means that this activity needs more time in order to give chance to the students in fair. Besides, it is better that if the students are provided with the more text books in order to add the students' reading.

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